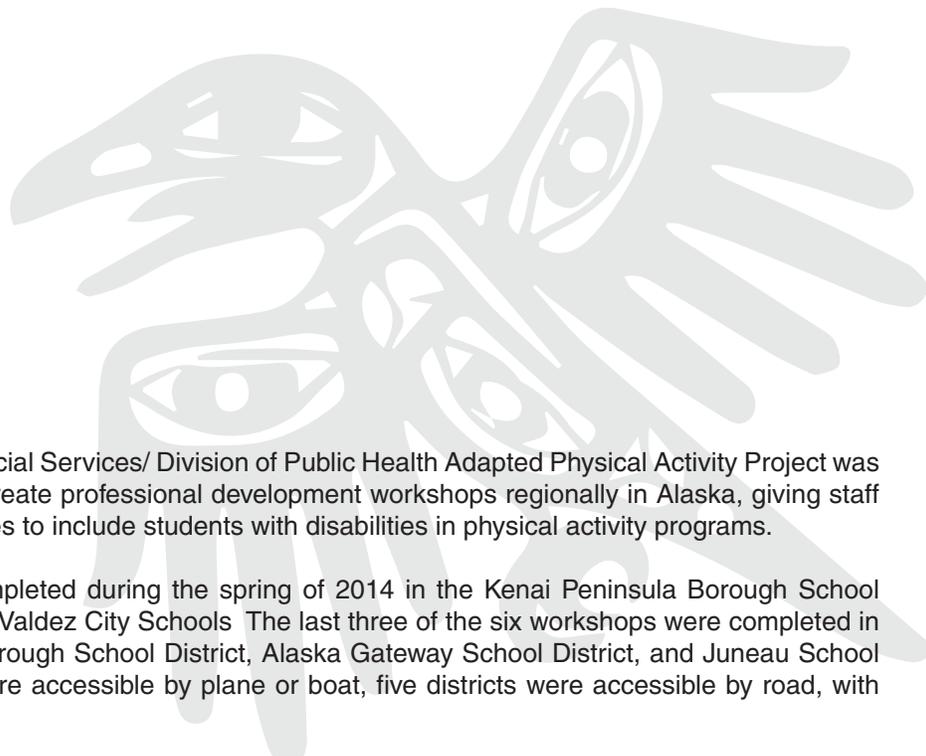


TEAMING FOR SUCCESS

Alaska Department of Health & Social Services
Division of Public Health
Adapted Physical Activity Project 2014





INTRODUCTION

The State of Alaska Department of Health & Social Services/ Division of Public Health Adapted Physical Activity Project was initiated in October of 2013. The goal was to create professional development workshops regionally in Alaska, giving staff the skills and knowledge to implement strategies to include students with disabilities in physical activity programs.

There were six workshops, the first three completed during the spring of 2014 in the Kenai Peninsula Borough School District, Lower Kuskokwim School District, and Valdez City Schools. The last three of the six workshops were completed in the fall of 2014 in the Fairbanks North Star Borough School District, Alaska Gateway School District, and Juneau School District. Geographically, one of the districts were accessible by plane or boat, five districts were accessible by road, with travel distance ranging from two to eight hours.

The workshops consisted of; one day of professional development, one graded graduate level credit through UAA PACE, modified equipment, ongoing consultation through the credit course project development with the Adapted Physical Activity Consultant. The workshops included 154 staff from 52 schools pre-K through 12th grades. Approximately thirty paraeducator's attended the workshops. According to Richmond (2014) non-certified staff comprise over 50% of staff in public education nationally (pg 3,5) demonstrating the need to include non-certified staff with professional development opportunities.¹

The APA project was successful in creating effective outcomes demonstrated through the projects developed by staff in the final edition of the resource book. The projects reflect; differentiated instruction, inclusive strategies; peer buddies, communication, collaborative, and modified equipment. The Adapted Physical Activity projects reached approximately 250 students with disabilities and 300 peer mentors with the potential of reaching more staff and students throughout Alaska School Districts.

“Teaming for Success” reflects the forward thinking by the State of Alaska to give staff access to Adapted Physical Activity professional development opportunities. The recent GAO study emphasizes the need to support staff to ensure students with disabilities have access to physical activity, physical education, and sports programs.²

A special recognition to Dr. Timothy Davis and Dr. Suzanna Dillon co-authors of the text used for the credit course; “Adapted PE Desk Reference.” Dr. Davis and Dr. Dillon’s research and exemplary standards have been a beacon for professionals to follow.

I am honored to have had the opportunity to participate in the Adapted Physical Activity Project, including the opportunity to work with outstanding professionals from Kenai, Lower Kuskokwim, Valdez, Fairbanks, Alaska Gateway, and Juneau school districts, who are making a difference in the lives of all children, including children with disabilities.

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1 <http://edexcellence.net/publications/the-hidden-half>

2 U.S. Government Accountability Office (GAO). (2010,June). Students with Disabilities: More Information and Guidance Could Improve Opportunities in Physical Education and Athletics. www.gao.gov/products/GAO-10-519



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WARM UPS

INCLUSIVE PHYSICAL EDUCATION LESSONS

INTRODUCTION

Most of the students at McNeil Elementary School participate in regular PE classes. However, I do apply some simple adapted PE methods as needed. I teach PE to grades K-6. I do not have any severely physically handicapped children. I have several students who have sensory issues and low muscle tone, as well as several students on the autism spectrum. I adapt PE activities for these students as needed. Para-professionals assist these students in my classes. As a regular classroom teacher, I do not have any adaptive PE equipment, but use the concepts to adjust activities to suit the student.

COMMON DISABILITY	Low Muscle Tone
GRADE LEVEL	5th Grade

DESCRIPTION OF ACTIVITY AND ADAPTION

At the beginning of each PE class, students complete a series of student-led warm-up exercises. One of the exercises includes push-ups. Fifth graders complete 15 pushups each PE class. Some of my students with low muscle tone cannot complete a pushup. These students modify the pushup by keeping their knees on the ground during the set of pushups. Occasionally, they take breaks which consist of keeping the 'up' position of the pushups. My fifth graders modeled both positions for this photo.



COMMON DISABILITY

Autism Spectrum

GRADE LEVEL

2nd Grade

DESCRIPTION OF ACTIVITY AND ADAPTION

Second graders complete a series of routine warm-up exercises. I allow the student on the autism spectrum to complete the exercises (as many as possible) at a slower pace with a para-professional. I have found that when the student is one of the leaders, he accomplishes all of the exercises without help from the para-professional. Being the leader is motivating and exciting for him. I give every student an allocated spot which remains his spot for the entire school year. The student with autism responds well to repetition and consistency.

Another routine exercise second grade students perform daily is cross-overs, or grape-vines. The student with autism again benefits from the routine and consistency of the warm-up activities. He is unable to perform the grapevine and has invented a 'shuffle' step where he brings one foot to the other in a side skip without crossing over. He is consistently successful with the adaption. He and I have an agreement that I will wait for him to complete the activity (often he is the last student to finish) before I blow the whistle and start the next group. I am careful to never blow the whistle right next to him as the sound is too loud for his sensitive hearing.



COMMON DISABILITY

Autism Spectrum

GRADE LEVEL

2nd Grade

DESCRIPTION OF ACTIVITY AND ADAPTION

This past week we were working on upper body strength with the use of scooters. The student with autism adapted his sitting position to complete the task. He was successful and able to maneuver across the gym.

Another strength building activity the class practiced was to perform wheelbarrows on scooters. The student was successful by setting his chest down on the scooter rather than balancing at arm's length. His classmate adjusted with him in order to push him successfully across the gym. By making these types of adaptations, he is able to complete the activities with his classmates.



ONE WORKOUT FOR ALL!

COMMON DISABILITY	Autism
GRADE LEVEL	7th & 8th Grade

DESCRIPTION OF ACTIVITY AND ADAPTION

Self paced so that everyone is active the entire time and each student can work out harder if they so choose. The class is set up in squad lines for attendance from the beginning of the year. The squad lines are then used as a way to separate students into different activities depending on the day:

Monday/Wednesday Upper Body, Tuesday/Thursday Lower Body and Friday is Abdominals.

Each line has 5 students in it and they either do the prescribed exercises or they do cardio depending on the line they are in. This alternates by line and day:

Monday: A cardio, B push ups , C cardio , D plank walk , E cardio.

The teacher has a stopwatch and when the time comes to rotate, line A moves to line B, B to C, C to D, D to E and E to A. Rotations continue until students are back where they started and all have done each exercise. This is one set.

At the beginning of the year, a minimum of 3 sets is done but the rotations occur at 20 seconds. The rotation time increases until 1 min is reached per rotation.

For the student with Autism, the squad lines and predictable times are useful and comforting. This student also knows they don't have to go the same speed as anyone else so their anxiety is decreased. They get the same urgings to "keep going" and "you can do it" and "almost done!" so they feel on equal footing with their peers because they are. This set up avoids being singled out and all students are aided in form throughout the warm up.

Squad Line Formation:

A B C D E F

A B C D E F

A B C D E F

A B C D E F

A B C D E F

SECTION 3

Follow a narrow path through the commons toward the main office. At the end of the stairs I have placed a bucket with different kinds of PE equipment that the kids can pick up and hold, roll around in their hands or safely explore while walking in line until we reach the elevator and they drop it in a collection container. I try and choose equipment that we are going to use in the game if I can.

Equipment includes:

- reaction balls
- spiky balls
- koosh balls
- yarn balls
- scarves
- sections of cut-up noodle
- beanbag (balance on the back of hand or shoulder)



SECTION 4

Go around the elevator, passing the main office on our left. Often this is their favorite part because the office staff participates to some extent. This section has a prescribed movement that each student is performing to reach the entrance to the gym.

The movements include:

- ninja walk (sneak by)
- tip toe, hands up high dinosaur stomp
- heel, toe walking
- skating with paper plates
- cross-crawl
- high/medium/low walking
- tightrope walking (place a piece of tape on the floor)

SECTION 5

Enter the gym.

I've been using different equipment to create an obstacle at the door to the gym so that students have to do something to gain entrance to the gym.

Obstacles include:

- crawl through tunnel at entrance
- go over hurdles
- greet the teacher with a handshake or high five
- go under a parachute curtain.
- build part of a cup tower



REFLECTION

As I reflect on implementing this priming obstacle course for my Kindergarten classes, I have mixed feelings. I don't have anything to measure to prove that it is working. Likewise, each section of the course has required a lot of explicit instruction on how to use the equipment appropriately, spacing, pacing and been challenging to manage. I'm going to keep trying it as it may become more beneficial as it becomes more routine and the parameters better defined.

What I really like about this attempt to help students with sensory integration processing issues is that it forced me to think differently about my instruction and be creative within the confines of my schedule and resources. Lastly, although the intent was to aid in the success of students that have Sensory Integration processing issues, it has the potential to add to the enjoyment and success for all students.

COMMON DISABILITY	Inclusive
GRADE LEVEL	K-12
PROGRAM	Cooperative & Movement Skills

DESCRIPTION OF PROGRAM

At Tanacross, we currently do not have any students that require special accommodations for Physical Education. We do have a morning warm up activity each day before class begins. We used the adaptive equipment to teach new skills.

ACTIVITY 1

We first taught them a cooperative activity called perimeter using a large exercise ball that had sand in it. We began by showing them a video of the activity.

Students were able to see how to complete the activity and ask questions before we got started.

Students had to move a large exercise ball across the wall only using their feet. They had to use cooperative skills to pass the ball from person to person without letting it drop. After passing the ball they had to go to the end to keep the cycle going.

The weighted ball helped students to control the movement a little easier.

ACTIVITY 2

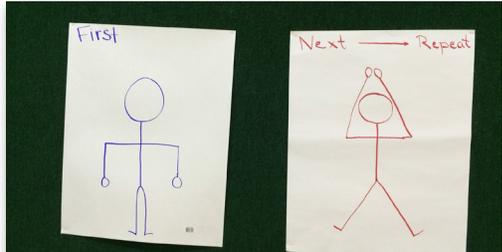
Next, we taught them how to do jumping jacks.

Simple visual aids were created so the students knew what and how to complete a jumping jack. Teacher first explained the posters, then modeled an example and had students model back.

Then we taught them how to jump rope. We paired a low experienced jumper with a higher experienced one.

ACTIVITY 3

Last, we worked on teaching them how to kick a soccer ball and weave in and out around big blocks that were evenly spaced apart. Each ball had either sand or buckshot inside, which kept the ball from rolling very far. In experienced students were able to control the ball with their feet easier this way. We numbered the students off to create two teams. We modeled how to aim and kick the ball. The goal was to go up and back weaving in and out through all the blocks.



COMMON DISABILITY	Inclusive
GRADE LEVEL	K-12
PROGRAM	Brain Gym

DESCRIPTION OF PROGRAM

Throughout the day, kinesthetic classroom activities are integrated which increase body and spatial awareness, coordination, behavioral concerns, and peer cooperation. In addition to addressing sensations of body position, posture, balance, and motion, both hemispheres of the brain and listening skills are stimulated through brain gym activities before general classroom instruction. Even if a child is blind, or in wheelchair, they can place arms above their head or hang them by the side of the body.

EXAMPLE

Each morning starts with approximately 30 minutes of a morning meeting. The language part consists of a written message to decode, with music and movement integrated through a class song and a music movement break for phonics using the kinesthetic program of Zoo Phonics. The math portion consists of a weather graph, # of days in school; Calendar; coin cup; number pattern; days of the week and months. To conclude, we do a movement activity using a variety of songs addressing sensory integration activities. After doing some brain gym exercises, we count backwards from 10 with hands in the air like rockets and blast off to reading. Additionally during the day, we will do a sensory song activity and slither like snakes or hop like a frog, etc, around the room for a sensory integration break.



FACILITY / EQUIPMENT

A large open area in the classroom is necessary, to allow room for each student to safely move the position of their body. A CD player for sensory CDs is helpful. Some suggested CDs -Sensory Integration Through Rhythm & Song "SAY G'DAY"; Songs for Sensory Modulation "NO WORRIES"; Greg & Steve "READY, SET, MOVE", "SHAKE, RATTLE, & ROCK", and "JUMPIN' & JAMMIN'."



SKILLS & OBJECTIVES

Neuromuscular Skills- Sensory stimulation, crossing the midline, coordination, balance, and motion.

Physical Fitness Skills- Dancing, marching, balancing, and directional/positional movements.

Cognitive Skills- Following directions, directional/positional words, learning body parts through movement.

Social/ Emotional Skills- Consideration for each other's space, having fun together, self-confidence.



COMMON DISABILITY	Multiple Disabilities
GRADE LEVEL	Head Start & Grades K-12
PROGRAM	Wall Parade & Clean Up Your Room

DESCRIPTION OF PROGRAM

Tetlin School is located in the Athabaskan village of Tetlin, which is 25 miles southeast of Tok, Alaska. It is a small, rural school in the Alaska Gateway School District that serves children in grades K-12. A Head Start program, which is funded jointly by the Alaska Gateway School District and the Tanana Chiefs Council, is also housed in the school. Currently there are no children with physical disabilities at Tetlin School, but many of the students show a tendency toward dyslexia. Reversals in reading and writing, especially b-d-p reversals are common. We chose an activity that would stimulate the vestibular, proprioceptive, and tactile areas of the brain to increase the students’ awareness of where their bodies are in space. Students must first understand how our bodies are oriented before they can understand how letters are oriented on a page. In order to facilitate this we chose an exercise called “Wall Parade”. Students in the Head Start program and the K-2 classroom were included in this daily morning exercise.

We also have a student with tactile and language delays. To address this student’s needs we chose to play the game “Clean Your Room” with weighted balls. We recruited some high school students as mentors for this game. Since some of our students have very strong throwing arms, we instructed them to roll the balls rather than throw them to avoid accidental injuries.

WALL PARADE

To begin Wall Parade students square their shoulders against a gym wall. Students then rotate either clockwise, or counter clockwise, and then reverse according to the teacher’s directions. The teacher can keep a beat for the timing of the rotations by voice signals or by clapping or drumming. The students’ shoulders should touch the wall at every 180 rotation. This will result in some dizziness. After the students have rotated they can “ground out” by doing forward lunges. This should eliminate the dizziness.

This is a very simple and fun exercise. There are a lot of giggles, especially when someone loses the beat, and there is an unintentional traffic jam.



CLEAN YOUR ROOM (with weighted balls)

In the game “Clean Your Room” half of the class is positioned on one side of the centerline of the gym, and half are on the other side. One ball per participant is placed slightly on either side of the centerline. When the teacher says, “Clean Your Room” the students run to the balls and roll them onto their opponent’s side of the gym. When the teacher says “Stop” everyone must freeze. The side with the cleanest “room” wins the match.

The weighted balls give the students with tactile challenges both auditory and tactile feedback. They also roll more slowly and not as far as other balls. This is helpful to students who have challenges with coordination and speed.





BALL SKILLS

COMMON DISABILITY	Spina Bifida
GRADE LEVEL	4th Grade
PROGRAM	Throwing / Catching Skills

DESCRIPTION OF PROGRAM

Designed to teach the fundamentals of throwing and catching with a partner using scoops and yarn balls. The emphasis of this lesson is to encourage students to throw appropriately towards a target. Appropriate throwing is defined as using force and accuracy so that the catcher will have the opportunity to catch the object being thrown. In this scenario, the lesson is using scoops and balls for throwing and catching to integrate a fun element into the basic skill development.

During this lesson the student with Spina Bifida is using the Stander for better mobility and range of motion. He is throwing the yarn ball to his partner using the scoop. I have attached a small bag to the Stander for him to catch the ball. The student is able to open the bag wide enough to receive the ball, retrieve the ball from the bag, and with the help of his aide, place the ball in the scoop to throw again.



TEACHING INDEPENDENT BOUNCING/CATCHING SEVEN-INCH BALL

BARBARA MCNINCH, OTR/L

ITEMS NEEDED

Approximately 19" various colored hoops (could be made from laminated construction paper); easy-grip approximately 7" ball; flat, colored shape about 6" x 6" (could be laminated construction paper); contact paper can be used if lamination is not possible.

DESCRIPTION

Hoops are laid out on the floor, end to end.

Student stands in first hoop and adult stands in third hoop. Student's toes are close to edge of hoop. Flat, colored shape is placed in center of hoop between student and adult. This is the target for bouncing. Adult asks student if they are ready (student hands should be in place to catch the ball – more raised and ready than in the photo). Adult bounces ball on colored shape and student catches the ball. Student bounces the ball back to the adult, using the flat, colored shape as target.

Adult moves backwards to the next hoop as student moves forward into the next hoop in front of him. Action is repeated until reaching end of hoops. Jumping with two feet can be practiced as student jumps back to the beginning hoop or activity can be repeated from the other end.



If the student requires more assistance to learn how to bounce the ball, two adults are needed. One adult can stand behind the student to provide hand-over-hand assistance so the student can get the feel of dropping the ball while the other adult catches the bounced ball. The adult providing hand-over-hand assist will intermittently lighten up their hand-over-hand assist to determine if the student is able to continue on their own. Student may need occasional hand-over-hand reminders to perform task correctly. Pairing hand-over-hand assistance with "drop" when bouncing to another adult is helpful. If the student is bouncing and catching ball himself, "drop, catch," can increase student success. Avoiding the word "bounce" is beneficial as some students do not understand the term or will attempt to "bounce" or jump with their body.

Independence can be increased with this task by student bouncing and catching himself with the visual bounce target. It is important the toes are near the front of the hoop which he is standing in so his arms are able to reach to bounce the ball into the next hoop. This also alleviates the possibility of the ball going in unpredictable directions when bounced since if the ball bounces on the hoops it usually goes off course. The colored target is now placed so it touches the beginning of the next hoop, as in the picture below. The student can be verbally cued with “drop, catch” to bounce and catch the ball himself. After the student catches the ball, the adult moves the target to the next hoop. Student may tend to bend knees when dropping ball, adult can demonstrate and verbally cue student to stand up straight.



Student stands in first hoop with ball ready to bounce. Student independently bounces ball into and catches from next hoop. Student may need reminders to keep toes close to front of hoop he is standing in and to bounce the ball close to, but not on, the next hoop (The same place the target had been placed when the adult was not playing catch with the student). Students who are learning this task independently may tend to bend their knees when bouncing (as in the middle picture), demonstrate for him and verbally cue him to stand up straight. When the student reaches the end of the hoops he may turn around and repeat the activity to the other end or jump with both feet from hoop to hoop.



TEACHING INDEPENDENT BOUNCING/CATCHING SEVEN-INCH BALL CONTINUED

MATERIALS

Hoops could be cut from colored paper and laminated or covered with Contac paper or purchased from School Specialty as a 19.5 inch hoop set.



Hoops could be cut from colored paper and laminated or covered with Contact paper or purchased.



I like to use Slo-Mo Colors, because they are a bit sticky and easy to grip. 7.5 inch ball. They are shipped deflated.



I like to use Slo-Mo BumpBall because it also is a bit sticky, and the bumps make it easier to grasp for young students or those with difficulty coordinating a drop, bounce. 7.5 inch ball.

The balls do come uninflated (which is great for shipping), but can be blown up using a straw and blowing through the straw into the hole in the ball.

COMMON DISABILITY	Cerebral Palsy
GRADE LEVEL	Elementary
PROGRAM	Basketball

DESCRIPTION OF PROGRAM

Designed to teach students the rudimentary skills (dribbling, shooting, passing, etc) of basketball in a low-key setting. Teaching basketball fundamentals to students with disabilities is possible when the program and equipment/materials are adapted to better-fit students' needs. The equipment will need to be modified. Options could be the lowering of baskets, provision of a variety of balls ranging in weight and size, and if necessary, tweaking rules like traveling and double dribbling. Consider traveling for a student with cerebral palsy in a wheelchair to be two or three pushes with the ball in his/her lap. Student must pass or shoot once he or she has taken two pushes. Basketball can be modified so students' of all different needs can find success.



OBJECTIVE

Improving Ball Catching Skills by Improving Hand/Eye Coordination

MATERIALS

“Joey Jump” with bean bags or homemade stomp and catch game using a thin 3/16x4x24 board and PVC pipe glued and screwed to one end. Self sealing rubber (Sugru) or line of hot glue. Balls of various weights and sizes.



METHOD

Child tries to catch bean bag by stomping on highest end of board to launch bean bag placed on lower end of board.

PROBLEM

Bean bag difficult to catch because of small size and light weight. Child’s inability to grade distance and speed makes catching a challenge.

ADAPTATION

Put ridge of sealing rubber or hot glue on top of lower end of board. This prevents balls from rolling off board. Larger weighted balls do not launch as high and are easier to see so child is more successful at catching. As catching ability improves, lighter and small balls can be used.



The student with the ball started slow and by the end of the week he was in the gym..we got in there..with myself and another student and he was rolling the ball between us. The student does love this ball.

OBJECTIVE	Neuromuscular Skills
GRADE LEVEL	Pre-school - 2nd Grade
PROGRAM	Pass the Ball

DESCRIPTION OF PROGRAM

Categorizing is a vital part of learning. These children have previously been introduced to specific vocabulary in various activities such as matching, sorting, role playing. The categories include: animals, foods, vehicles and clothing. The first step in this activity is to have the children sit in a large circle. A familiar tune is played and a ball is passed from child to child. When the music stops, the child who has the ball is asked to name an item in a specific category. This activity not only addresses categorization, but also listening, motor skills, spatial concepts and awareness of the names of others in the class.

FACILITY & EQUIPMENT

Sufficient space to have children seated, forming a circle.
Sand-filled soccer ball.
Music source.
Individual to control the music.

SKILLS/OBJECTIVES:

Neuromuscular skills
Motor/tactile-Coordination, sensory stimulation
Game fundamental skills; forming circle; multi-task coordination; starting-stopping; direction following; listening.

SOCIAL-EMOTIONAL SKILLS

Communication with peers and staff.
Cooperation with other participants.
Awareness of names of others in game. (Students are asked, "Who had the ball when the music stopped?")
Establishing relationships with other participants.
Overcome feelings of losing.

In summary, this is an enjoyable activity which can easily be adapted to many concepts such as opposites, rhyming, phonological awareness, pragmatics, etc. An important factor is that it is non- threatening and requires minimal physical skills.



DESCRIPTION OF PROGRAM

TIME

Time: 20 Minutes

OBJECTIVE

General Education Objective: Student will be able to participate in a variety of team sports. Modified Objective: SE Special Education - Gross Motor Skills

Student will demonstrate effective catching

Student will catch a bounced playground ball with hands and chest

Student will catch a thrown playground ball with arms and body

Student will catch a bounced playground ball with both hands

Student will catch a thrown playground ball with hands and chest

Student will catch a thrown playground ball with both hands

EQUIPMENT

Basketballs

Brightly Colored Beach Balls Velcro Strips

Gloves

SAFETY

Present all activities according to student's physical characteristics and capabilities. Play inside a large space with minimal obstructions for students to hit/fall on/over.

PREPARATION

Make sure there are enough balls for each student

LESSON

Lesson Activity #1: Paired Rolling

- Put students into groups of two.
- Hand one ball to each student pair.
- Have student A slowly roll the ball to student B
- Reverse rolls having student B roll the ball to student A

Lesson Activity #2: Self Throw

- Hand one ball to each student.
- Have student throw ball into the air and try to catch by flexing elbows and holding out arms (with palms face up)

Lesson Activity #3: Partner Throw

- Put students into groups of two.
- Hand one ball to each student pair.
- Have student A slowly toss the ball to student B
- Reverse rolls having student B toss the ball to student A

MODIFICATIONS

- A) Brightly Colored Beach Balls for visually impaired students.
- B) Place Velcro strips on balls and Gloves to make catching more accessible to students with orthopedic impairments.
- C) Allow one arm (trap) catches or whole body curl catches.
- D) Have partner A shout partner B's name before throwing the ball to make sure student B knows the ball is coming.

COMMON DISABILITY	Downs Syndrome, Autism, Cognitive Impairment
GRADE LEVEL	High School
SKILL	To Dribble and Pass a Soccer Ball Effectively

DESCRIPTION OF PROGRAM

The lesson was in a self-contained class to help students become aware of what it means to dribble and pass, and stop a soccer ball and to practice this skill.



STARTING OUT



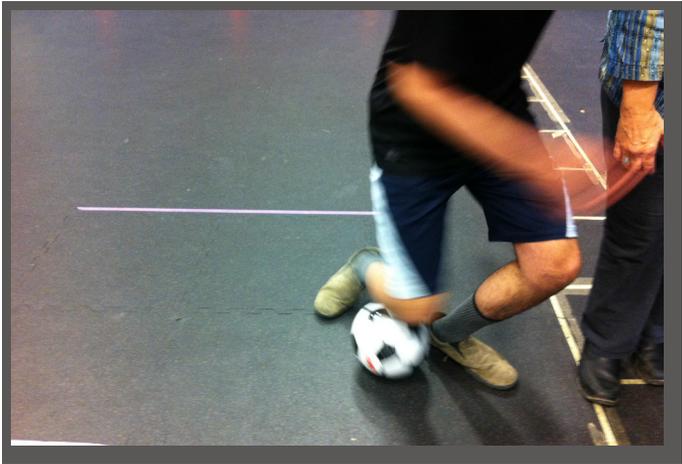
FOOT STOP



PASSING



DRIBBLING



KNEE DROP



DESCRIPTION OF PROGRAM

Fleece balls are an excellent resource that can be incorporated into many activities with different objectives. Fleece balls can be used to work on throwing and catching skills, throwing at targets, passing with partners and much more. Fleece balls are safe for all students to throw and catch and come in a variety of colors.

SAFETY FIRST

Fleece balls are very safe; depending on the specifics of the fleece ball activity one general safety consideration would be to watch where you are going. At the elementary grade level, we are always working on this safety rule.

ACTIVITIES

Individual Ball Challenges

- Toss/Catch (side to side, up & down)
- Toss, Clap, Catch
- Toss Catch R or L hand only
- Toss, touch shoulder, catch
- Toss, touch knee, catch
- Toss, touch floor, catch
- Toss, spin, catch
- Toss underneath leg & catch
- Walk while tossing and catching your fleece ball
- Leap > Leap over as many fleece balls as you can
- Jump > Jump over as many fleece balls as you can
- Hop > Hop over fleece ball
- Bridge > Make a bridge over fleece ball

Partner Passing Challenges

- Roll the ball to your partner
- Step and roll to your partner
- One partner will jump over the ball as it is rolled to the other partner. (3's)
- Throw to your partner
- Underhand toss
- Overhead throw
- Toss or Throw to your partner so that it arrives at different levels
- Walk and toss to your partner
- Chest pass to partner (focus on arms)
- Bounce pass to partner
- Take step and Bounce or chest pass
- Catch the ball, bounce it, then pass it back
- Toss the ball in a circle made by your partners arms (Have students practice with right and left hands.)

Throwing Fleece balls at targets. Set up stations to allow students to practice throwing skills and accuracy with targets. You can use a variety of objects as targets, ranging from short nets designed as targets, to bowling pins, cones, trash cans, milk crates and 5 gallon buckets. Your imagination is your only limitation.



Bulls Eye - Toss or throw your yarn ball on to the target, 5 points if it lands in the hula hoop and 10 points if it lands in the Bulls Eye (small white ring in the middle).



High Target Throw - Throw your yarn ball over or under hand to try to make it in the net!



Low Target Shoot - Throw your yarn ball over or under hand to try to make it in the net!

SKILL	Sensory Integration
PROGRAM	Sounding Soccer Ball

DESCRIPTION OF PROGRAM

We implemented the “sounding soccer ball” in adaptive PE exercises with our highly autistic kids. In a quiet room, the ball focused their attention and even led to back and forth play that we has never seen before! Thereafter, with a para working with each student, we pulled down the shades and shut off the lights thus providing just enough ambient light to totally focus their attention on the “game at hand”.

Also, we used the ropes and attachments in creative ways by making a maze of sorts that the kids seemed to enjoy. We applied principles we used in the workshop to bring joy and light into the world of kids where the aforementioned is surely appreciated!

SKILL	Sensory Integration
PROGRAM	Modified Ball Activities

DESCRIPTION OF PROGRAM

Using colored tape as a visual and boundary, adding a weighted ball proved to be a successful independent activity for students struggling with ball skills.



DESCRIPTION OF PROGRAM

My student loves basketball and loves to watch kids play basketball, but for a very long time refused to play because of the difficulty he had holding onto or catching the ball. A simple soft chest pass or bounce pass was too much for him to handle because the ball would slip out of his hands 90% of the time and he would get upset when he dropped the ball.

The soft leather surface of a basketball is not difficult for a man/woman with fully developed hand strength and coordination to catch a basketball. For children with small hands with underdeveloped strength and hand eye coordination, this is a very difficult task. I could not figure out how to make basketball work for my student until I came across the ball you see below.

This Baden GRIP ball is covered in rubber tread like the tires of a car. My student, with this ball, has launched forward with great increase in his abilities of passing, shooting and simple ball handling skills. I always supervise His physical activities every step of the way and show him proper technique and behavior of the sport. After a short two weeks of practice and watching professional basketball players for ten minutes a day with him, he was able to function on his own with the other children in games involving basketball.

http://www.amazon.com/Baden-BR7XT-Grip-Tread-Basketball/dp/B0025STH86/ref=sr_1_fkmr1_1?ie=UTF8&qid=1418772287&sr=8-1-fkmr1&keywords=Baden+Extreme+grip





SCOOTER BOARDS

COMMON DISABILITY	Rheumatoid Peditis Arthritis Cerebral Palsy
GRADE LEVEL	1st Grade
PROGRAM	Scooter Board Movement

EQUIPMENT

- Rope (2) small nylon white ropes, (2) large tug-a-war ropes.
- 4 volleyball standards.
- 8 scooters (2 at each post)
- Music player (speaker)
- Songs (we used 2 different songs to give a fast and slower tempo)

DESCRIPTION OF PROGRAM

Our lesson was designed to teach hand over hand rope pull. And working with a partner. The course was set up around the length and width of a volleyball court. Students had partners and had to move along the ropes.

Our timer for this activity was a song. IN THE HALL OF THE MOUNTAIN KING was used for the warm up. (2.30 mins) and FLIGHT OF THE BUMBLEBEE for the faster more challenging round. (1 minute)

ADAPTATIONS

We purposely had partners planned to not single out any child. The “helpers” had to assist their student through the course, if needed. Partners could; push or pull their student around the ropes. Students had to perform the hand over hand motion during the warm-up round but could use their partner’s help during the timed event. We encouraged the students to switch roles after they made it successfully around the course.



COMMON DISABILITY	Multiple Disabilities, with chromosomal disorder
GRADE LEVEL	K-2
PROGRAM	Scooter Obstacle Course

DESCRIPTION OF PROGRAM

Designed to work a student’s upper body muscles using gross and fine motor skills.

The emphasis of this lesson is to have students propel their scooter through and obstacle course using upper body muscles, grasping and pulling on a rope and using fine motor skills to navigate an obstacle course.

In this lesson, the students will be pulling themselves onboard a scooter using a variety of ropes. One segment of the course will be over a “Scooter Bridge,” other sections will be navigating the scooter through a stretch of mud puddles (poly spots), and through a swamp (carpet squares).

There will be another stretch of low bridges, where students have to pull themselves under a foam hurdle. This course is intended for students with disabilities, but I think it will be fun enough for the whole class to try.



I used peer modeling for primary classes. Each student was paired with a peer and they took turns running the course. We found a partner was needed for the scooter bridge section, but most of the other stations were fine with or without partners.

All of the children enjoyed the course, and some of my friends returned for a second session later in the day, when they could have the scooter course all to themselves.

REFLECTION

I ended up doing the project by myself the first day, running the scooter bridge portion and the scooter ropes section. My project partners were out sick the day I had scheduled our motor skills obstacle course, so I just made do. Other stations included our transverse climbing wall, some low hurdles to crawl over, stability balls to bounce on, poly spots to leap on and two low balance beams (2”) to walk on. I partnered the students up, picking a special friend for my student Versai, who has chromosomal disorder. Everyone in first and second grade enjoyed the course, though, with some of their peers challenging themselves to make it over scooter bridge using their upper body strength. In the end, the course was difficult for me to run by myself.

The second day, I had a partner, Brian Stody, who set up a Twister Wall station. The addition of a partner made teaching this obstacle course easier and the students had more success and more variety of skills to try out. On the second day, we had four classes try the obstacle course, from kindergarten to second grade.

On the third day of the obstacle course, I set up an even simpler scooter portion for our integrated preschool. They had fun pulling themselves on scooters through a set of cones and under two foam bridges. The last class to use the obstacle course is a kindergarten class and I’ll set up the full course for them.

What I really liked about this course was even though it was designed as a challenge for students with disabilities, it was fun and challenging for all our students in the primary grades at Gastineau. All the kids were excited to participate and every one of my students got to try it out.

COMMON DISABILITY	Spina Bifida
PROGRAM	Inclusive PE for Rollerblading, Skateboarding and Razor Scooters

DESCRIPTION OF PROGRAM

Inclusive physical education lesson for Rollerblading, Skateboarding, and Razor scooters

Description of the program: At our school, we do a number of activities on wheels for the purpose of lifelong activities and balance. The student with spina bifida has incredible upper body strength, so the following modifications allow his full participation. During razor scooters, he uses a skateboard and pushes and steers with his upper body. During our rollerblading unit, he uses a roller racer, which only requires use of the arms to propel oneself forward. As a culminating activity during rollerblading, students participate in a Christmas lights obstacle course in the dark in the gym. His para-professional had the unique idea of purchasing a string of battery powered Christmas lights from a local store, which we wrapped around him and duct taped onto his clothing. This added an excellent element of safety for him in the dark as students could see him blinking brightly. Since he was much lower to the ground than the rollerbladers, this made it very easy for students to see him well in advance so they could avoid crashing into him. Plus, it looked visually cool and he and his peers were ecstatic over it!





COMMON DISABILITY	Autism
PROGRAM	Warm-Up Activities

DESCRIPTION OF PROGRAM

Designed to get the body ready for physical activity during physical education class. Students move through a variety of poses/activities to warm the body up for movement.

This program should be repeated during each physical education class with the same activities for consistency and for students to develop the ability to develop motor planning skills. If possible pre teach the activities to the student in a quieter more controlled space, with video modeling as needed. Use visual supports such as lines, landmarks (ie bleachers) or spot markers to help students position their bodies appropriately. Have the teacher or peer models perform the activity from different viewpoints, such as facing the students, next to, or directly in front of the student. Student can be positioned in the back of the group so they can use peers as models, have less pressure if they are unable to perform the actions, and so they can use more space if needed. Use physical supports such as something for them to reach and touch for sit-ups or pool noodles to outline the boundaries they should stay within. Use auditory supports such as counting or rhythmic music so students know how long to perform the activity.

With these supports a student with autism should have more success in participating alongside peers to warm-up for physical education class.

COMMON DISABILITY	Visual Impairment
PROGRAM	Kicking

DESCRIPTION OF PROGRAM

Exploration of activities and skills are important at this developmental age. This activity will give pre-school children the opportunity to practice the skill of kicking a ball. The focus is on kicking the ball hard so it travels away from the child, as this forces the child through the full range of motion with the kicking leg. Kicking also requires children to contact a ball with their foot while maintaining the balance necessary to propel the ball as straight and as far as they desire. Children should have a variety of opportunities to practice kicking skills.

After placing the ball on the ground ask the children to take one step back and kick the ball hard and as far away as possible. Children then retrieve



the balls and kick again. After children get the idea of kicking far we progress to taking several steps away from the ball and then run forward toward the ball and kick it. To challenge the children, a cone can be placed on the floor at a distance acceptable for that child and to see if they can kick the ball pass the cones.

Modifications that we used with the visually impaired student were a weighted soccer ball with steel birdshot inside that makes a loud sound as it rolls. He was able to hear the ball and tell the direction it went along with it rolled slower and he was able to keep it in his line of vision. Even if the ball did not go as far because of the weigh, he was still able to practice his kicking skills and move his leg through the full range of the kicking motion. We also had a peer buddy and bright colored cones to help him during the cone challenge



COMMON DISABILITY	Cerebral palsy
PROGRAM	Kicking a Ball Between 2 Stationary Targets

DESCRIPTION OF PROGRAM

This is designed to give students the skills they need in order to be successful kicking a ball between two stationary targets.

Students with cerebral palsy often have extremely ridged or very loose muscle tone. They may also have disabilities in visual/auditory development and speech, but their desire for exercise and to “fit in” is often the same as other children.

In order for the child’s classmates to feel comfortable with the level of disability a student with cerebral palsy might have, they could try kicking the ball using their non-dominate foot.

Since children with CP have difficulty with balance put a mat down or use a carpeted area if possible. Much effort is used simply in staying focused on coordinating their muscles. Lower the number of times the student has to try kicking the ball from 10 to five. Use a ball that doesn’t have a lot of bounce so that the student doesn’t have to run after it all the time. You could even fill it with sand to weigh it down some. Take one step at a time when learning to kick a ball. Be sure not to jump right into an organized game.

Since those affected by cerebral palsy can have extremely tight muscles, all stretching should be done slowly and steadily with caution, as quick, unpredictable movement could increase the chance of injury.

With these supports a student with autism should have more success in participating alongside peers to warm-up for physical education class.



INTRODUCTION

Pearl Creek Elementary serves students from Preschool through 6th grade. I am the Special Education Preschool teacher. My students range in age from 3-5 years old and present a variety of disabilities. I chose to adapt these exercises for students with Early Childhood Developmental Delays and Downs Syndrome. Many of my students have sensory needs and motor delays and both of these exercises could be adapted for a more advanced group, or made simpler for lower functioning students. We do attend PE one time a week, but much of our adapting is done inside the classroom and one on one with a paraprofessional or myself.

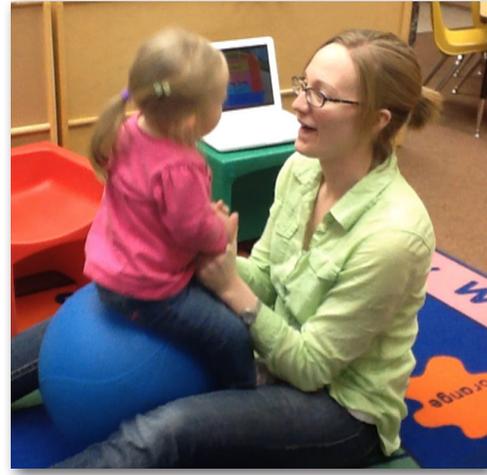
My personal background with special education began with my career as a board certified Music Therapist. I am currently a teacher, but I do utilize some techniques to assist learning in my class for all of my students. Using the guitar, drum, piano as tools to adapt activities is second nature to me. I feel it benefits the kids on a more global level than just giving them instructions verbally.

COMMON DISABILITY	Early Childhood Developmental Delays	(Visually Impaired, Speech Delayed, Downs Syndrome and Low Cognitive for this particular class)
GRADE LEVEL	Pre-School (3-5 year olds)	
PROGRAM	“Shake Your Sillies”	

DESCRIPTION OF ACTIVITY AND ADAPTION

This activity incorporates one or two step instructions of things to do with your body. The song I am playing on guitar is called “Shake Your Sillies Out”. During the activity I ask each child what is something we can do with our bodies (walk around the room, hop, jump, clap, turn your body, sit down, shake). Sometimes I stop playing and the kids know it is time to stop their movement when I stop and begin when I play once more. This will teach the students to stop/go with music as a cue and also aid in their awareness of the body parts. Two of my students need modeling or assistance from the paraprofessionals to achieve the goal of the song. I also move around the room while playing the guitar to facilitate a cohesive environment. To make this more advanced you can say “clap your hands AND stomp your feet”, etc.





COMMON DISABILITY	Downs Syndrome
GRADE LEVEL	Pre-School (3-5 year olds)
PROGRAM	Bouncing with the Hooper

DESCRIPTION OF ACTIVITY AND ADAPTION

The hopper is used as a balance tool and also as sensory stimuli for this student with Downs Syndrome. This student has low tone all over her body and we concentrate on the core and leg muscles in this exercise. She uses her hands and legs to grip the hopper. I am assisting her by securing her back so she doesn't topple off and by moving the ball up and down with my legs since she does not reach the bottom of the hopper. By seating the hopper between my knees I can grip it and help bounce her while supporting her back and hands as needed. As you can see she LOVES the movement and the faster you move the ball the harder she grips, which is what we are working on. The song I am using is called "The Bouncing Song" and was inspired by the Mighty Boosh "Bouncy, Bouncy". The link to the YouTube video is: <http://www.youtube.com/watch?v=o4KMcYTIG00>. It allows us to incorporate slow, fast, up and down commands. The video and photos below show how much she enjoys it. In just the last two months we have seen a growth of balance and the ability to grip. With my more advanced and larger students we bounce around the room on the hoppers and follow instructions such as "bounce side to side", "hop twice fast/slow".





INCLUSIVE PHYSICAL EDUCATION LESSONS

Adaptations in this lesson are designed for, but not limited to, specific students with the following disabilities: Mild Cerebral Palsy, Traumatic brain injury, Cognitive impairment, ADHD and ED.

GAME

Cooperative Kin Ball

DESCRIPTION

Students work together to keep the ball in the air and are timed by a student or instructor.

SAFETY

Students with disabilities may need a peer partner to stay close to them and help them avoid falls or collisions.

STRATEGIES

Communicate - call it if it's yours; let others get it if it's theirs. The more students communicate and rely on each other the more successful they will be.



GAME

Crab Walk Soccer

DESCRIPTION

Soccer with Kin Ball and students in crab walk position.

SAFETY

This is a fun but slow paced game; many students with disabilities will not have difficulty participating. A possible adaptation is to make a student charge of kicking/pushing the ball back into the playing area when it goes out of bounds. This job really gets them involved; they will contact the ball often.

STRATEGIES

Kicking with both legs moves the ball far. Basic offensive and defensive concepts of soccer apply. Use a small playing area, less than half a gym. Goals should be at least 30 ft wide.

GAME

Transition Games for Work Settings / Secondary

DESCRIPTION

Students make a circle with their peers. One ball (sensory ball preferred) is used. A peer helper will call out directions, such as: “Pass to your left (right, across, diagonal, over, under, etc.)” Another activity is to use designated lines on which students roll or kick the ball either straight, diagonal or circle. This can be an individual activity with peer helpers. The helpers need to state the directions: “Kick the ball on the straight/diagonal line, across the room,” or “Kick the ball around the circle.”

The goal is for the students to understand the concepts of left, right, across, diagonal, around, over, under, etc. These are words that are needed not only at home and at school, but also in many on job training sites in the community. These physical activities seem to help the students to better understand directional concepts.

EQUIPMENT

- Open space large enough to accommodate making a circle or lines. If a gym is available, the lines and circles on the floor may be used. If not, use bright colored tape to make the lines.
- Balls are needed. Various sizes will work; make sure they are not too small (like baseball size). Sensory soccer balls are the best. These include: slow motion and various weighted balls.

SKILLS/OBJECTIVES

Neuromuscular Skills: motor/tactile-motor planning, coordination, balance, sensory stimulation / locomotor-rolling, kicking, catching, / non-locomotor-reaching, standing

Physical Fitness: strength-(especially trunk) endurance, flexibility

Cognitive: following directions, understanding concepts

Social: cooperation, teamwork, cheering on peers

Emotional: improving confidence, pride, most of all having fun!



DISABILITIES

Cognitive/Behavioral Disabilities

- Demonstrate activity; give assistance if necessary (use peer helpers)
- Simplify verbal explanations – keep short
- Maintain eye contact to ensure attention
- Positive reinforcements for everyone
- Keep moving – maximize the participation time
- Laugh and have fun!



Visual Impairments (VI) or Hearing Impairments (HI)

Deaf or HI

- Physical demonstration of skill – use peer helpers
- Maintain eye contact to ensure attention
- Speak slower for those reading lips
- Stay in vision of person
- Use rudimentary sign language

Blind or VI

- Physically assist student to kick/throw ball (peer helpers)
- Use strong voices in circle game so students know by sound where to throw the ball – use peer helpers to coach
- For students who are partially blind, maintain bright lighting and bright colors

Disabilities Causing Quadriplegia

- Encourage student to creep/crawl on the line or circle, peer helper support
- Assist student on an over-size scooter or in a wheelchair for games, peer helper support
- Student can instruct another student or peer helper on how to do the skill

Disabilities Causing Paraplegia

- Encourage student to creep/crawl (dragging legs) with peer helper support
- Use scooter board for circle/line game (if able to throw the ball, don't use the scooter; stay in wheelchair and throw, peer helper support)
- Stay in wheelchair and move in line/circle game if unable to throw the ball, carry the ball (peer helper support)



CREATIVE WITH EQUIPMENT IN LKSD

Thank you for showing us the way to a great way to have fun. You even provided the tools. After the Adaptive PE Inservice, I got back to the school and started looking around for some of the things I saw at the presentation. I had the kids help me look through the closet where they store the basketballs, volleyballs, etc., and located several scooter boards, jump ropes, cones, and even a lost parachute. The box you sent came a couple weeks later and everyone was excited to see all the cool tools, the balls, rope, tape, even the bag to store them in. How Cool Is That!

We toted the bag out into the gym during our PE time and started emptying the tools out, spreading them it out. We put the tape down, in place of the balance beam, then we spread the parachute out on the floor. We copied most of the things I could remember from the video we watched at the training. The weighted balls were a huge hit all around. The photos were just a snapshot of what took place and all the fun we had. As you can see from the slide show, we had a whole lot of fun filled the gym on this day!

Dan and the kids in Tunt:)





KEEPING THE BALL ROLLING



MAKE THE TURN



MY TURN



MAKE THE JUMP





Adapted Physical Education Activity for a Child with Dyspraxia

Jada Kahl, MSOTR/L

DESCRIPTION

Dyspraxia is “a brain-based condition that makes it hard to plan and coordinate physical movement. Children with dyspraxia tend to struggle with balance and posture. They may appear clumsy or “out of sync” with their environment.”¹

Dyspraxia is also commonly referred to as apraxia (of speech), motor planning/learning difficulty, developmental coordination disorder. Dyspraxia can affect the development of fine and gross motor skills. Children with this diagnosis often have difficulty in completing motor movements even when understood.

HOCKEY Skill Adaptations

- Give the child simple 1 step directions with visual and verbal cues/demonstration.
 - Allow the child to practice skills individually prior to having to perform them with the whole class if possible.
 - If stations are used for skill development use of pictures at each station are beneficial.
- Have the child use a goalie stick, as these sticks have a larger base. Ensure that the handle is not too large or small for the child, as their grip strength may not be strong enough to hold onto the stick if it is too small or too large. If the handle is too small, build up with tape.
- When practicing hitting the puck first start by hitting a larger hover ball (half soccer ball so it is flat on the bottom) versus the actual puck.
 - If you do not have a hover ball use a larger empty box. Size can varied based on students abilities starting larger 7-10” and decreasing in size.
- When practicing stick movements use markings to assist in movements needed.
 - Use colors and words of Left/Right markings on the floor and child’s hands to increase ability to plan.
 - Allow increased time to process and make stick movements predictable (left/right pattern) during practice.
- Practice goal shots
 - Decrease space between child and the goal
 - Place the goal net against a side wall to increase chance of child being successful in a shot as the wall will serve as a boundary.
 - Have a taped line to increase visual cue for direction puck should go when shooting at the goal
- Game Play
 - If student is still hesitant about joining the whole group game allow the child to be a referee on the side to watch others play first.
 - Have the child start with the puck and hit it a few times first, before allowing other students to “steal” it.

¹ (“NINDS Developmental Dyspraxia Information Page.” NINDS.nih.gov. National Institute of Neurological Disorders and Stroke <http://www.ninds.nih.gov/disorders/dyspraxia/dyspraxia.htm>)

COMMON DISABILITY	Dyslexia & Autism within a multi-grade class
GRADE LEVEL	K-12
PROGRAM	Physical Education

INTRODUCTION

Students of all grade levels participate in PE daily. The challenge of teaching PE in a multi-grade situation lies in the fact that motor development and cognitive development differ greatly within the ages represented. All students working together across grade levels creates a cooperative atmosphere that fosters physical skills, interpretive skills, social skills, and emotional skills.

DESCRIPTION OF PROGRAM

- 1 Students in 1st through 9th grades attended PE during the same 45-minute session.
- 2 Students all ran around the gym for a warm-up--Elementary-run 1, walk 1 & MS/HS-run 3 laps.
- 3 Students practiced soccer dribbling skills by using the Slow Motion & Sensory Balls depending on their skill level and desire (student's choice of balls available). Students were paired with a partner (assigned by the teachers) making certain that MS/HS students each had a respective Elementary student to work with.
- 4 Older students coached younger students on their dribbling skills for several laps around the gym. Students then gathered on the bleachers to participate in a round-table discussion session about how to best dribble the different balls and examine effective techniques.
- 5 Culminating activity was a line dance in which the older students taught the younger students the motions to the song The Twelve Days of Gym Class (set to the tune of The Twelve Days of Christmas). Younger students could face their older counterpart for instruction as they followed along to the song. After several practice sessions everyone faced forward and participated in a final jam session. Success was measured by the level of laughter and high-fives exchanged.



SKILLS/OBJECTIVES

Neuromuscular Skills:

- Locomotor skills-walking, running, kicking, leaping, turning
- Non Locomotor skills-twisting, bending, stretching

Social Skills:

- Working with others of a different age or with a disability
- Communicating with others in a positive manner
- Accepting a range of ability levels and adapting to them

Adaptations:

- Use Slow Motion Soccer Balls
- Use Sensory Soccer Balls
- Use repetition of song/dance until students are comfortable with it
- Mirror students with a partner to learn the motions

Physical Fitness Skills:

- Cardiovascular
- Flexibility

Interpretive Skills:

- Understanding directions
- Repetitive motions

Emotional Skills:

- Release tension
- Have fun
- Encourage teamwork



ACTIVITY LEVEL	Low
LEVEL OF DIFFICULTY	Easy to Moderate
REQUIREMENT	Weight Bearing, Hip Flexion
PERFORMANCE OBJECTIVES	Inclusion, Engagement, Motivation, Cause and Effect, Eye-hand Coordination, Equilibrium, Proprioception, Crossing Midline, Left/Right Discrimination
DESCRIPTION	<p>This was designed to engage the reluctant student who avoids motor activities, inclusion and the student who feels he has limited skills.</p> <p>The model above was a drawing that inspired the actual device (shown below). The beanbag catapult was adapted built and adapted by Mr. Duncan so that children with limited strength would be able to use this. Mr. Duncan wanted to control the launching ability for the stronger students, and also took height into consideration.</p>
DIRECTIONS	<p>Place bean bag on thee end of the board.</p> <p>Stomp with entire foot in a fast motion on the other end of the board.</p> <p>Watch the beanbag fly, or catch the beanbag.</p>
FURTHER CONSIDERATIONS	<p>After trying this device with our students we have decided we will place a laminated foot -print on the end where we want the foot, and place felt under the board to decrease noise.</p>



GAME

Muffin Tin Toss

DESCRIPTION/GOALS

Muffin Tin Table Toss is a game that can be adapted to suit all ages and skill levels. The primary goal of this game is to have fun; all while exercising a wide range of skills. Each participant is to aim and toss 1 – 5 squishy balls at a multi-pocketed muffin tin, with the goal of making a “basket”.

EQUIPMENT/FACILITY

- Muffin tins; either 6 or 12 pockets
- Light weight squishy balls
- Beads
- Table or bench
- Classroom/Gym/Outdoors

GENERAL ADAPATIONS

- Light weight squishy balls, neon colored for greater visibility
- Multi-pocketed targets
- Different arrangement & spacing of tins, according to student need
- Beads in each pocket to give auditory feedback
- Table (elevated playing surface for greater visibility)
- Floor (tins can be lowered for students using wheelchairs)
- Participants can play from either a standing or sitting position

SKILLS AND OBJECTIVES



- To create positive social interactions between peers
- Enable growth in both mental and physical capabilities
- Promote confidence and self awareness

Social Skills:

- Friendly competition
- Promotes good sportsmanship
- Practice turn-taking
- Support team effort

Organic Skills:

- Increases hand/eye coordination
- Provides visual, tactile, and auditory stimulation
- Practices complex movements (under and over hand tossing of the ball)

Neuromuscular Skills:

- Grip and release practice
- Develops ability to adapt to changes in equilibrium/balance
- Exercises spatial awareness and ability to estimate distance, force, exertion

Interpretive:

- Develop game playing strategies
- Awareness of rules and safety while playing with others
- Gain knowledge of game-playing etiquette

Emotional Skills:

- Have fun with peers
- Stress release
- Promotes camaraderie and connection with others





PEER BUDDY STRATEGIES

PROJECT

To modify several end of the Year activities for a child in the 5th grade with Cognitive Impairment

DESCRIPTION

I have had *Albert in my Physical Education class for three years. He is a child that is physically capable of doing most skills himself. He is able to interact with others and if he puts his mind to it he can do most skills that he is asked to do. His impairment comes in when he is distracted or can't focus because there are too many rules or steps for him to completely understand. He is very social and has developed good relationships with many children in his class.

For most of the year Albert has had an adult Para Professional working with him but due to the needs and schedule of another child the Para started coming half way through P.E. and this was causing some issues. Albert needs someone to help keep him on track. He likes to talk out and distract other students.

Because of his positive relationships with the other children in the class we decided to try pairing him up with another child for the duration of each class. We chose several students that we thought would be open to this idea and then talked with them to give them some guidelines to help them with Albert. This was not a complete peer modeling program. It was more of a peer support. Because it was only for the last quarter of the year we felt that we didn't need to do a full training. Albert is easy to work with but just always needs that extra guidance to help him stay focused and understand. His behavior is generally overall good and he is almost always happy. He has a great imagination and always has something interesting to say. This makes it easy to use this easy "fix" to enable us to not only teach with minimal distraction but to keep him on task and involved without an adult.

Because Albert is a 5th grader, he has to be involved in skills and games that are more complex and although he understands the basics of instruction, because of his disability, he is not able to completely follow instructions without help. Peer support allows him to be as "normal" as possible and still keep the integrity of the game for both Albert and his classmates. His Para stands to the side when he comes in and steps in only if Albert is not being managed by his peer (s).

PEER BUDDY STRATEGIES

CRAB SOCCER

This game involved remembering numbers, waiting turns and paying attention to a big light Omni-kin ball. The biggest problem for Albert was sitting in crab position and waiting his turn. His peer buddies sat on either side of him and helped remind him to stay with his team and when to go.



CAPTURE THE FLAG

Albert was able to be pretty independent in this game. When he was tagged he needed his peer buddy to go with him to jail and help him know how to stand to be saved.



RELAY RACES

Albert was paired with a peer buddy on his team. Whenever his peer went so did Albert. This helped direct him the right way and keep him on task with whatever the relay was. It was ok if he tagged along behind the peer....it motivated him to go faster. (There are no pictures for this activity).





CLIMBING

COMMON DISABILITY	Autism
GRADE LEVEL	K-6th Grade
ACTIVITY	Rock Climbing/Traversing

DESCRIPTION OF ACTIVITY

K-6 elementary physical education program designed to educate all students to their highest level of wellness potential necessary to lead a physically active lifestyle.

This inclusive physical education program is available to all students grades K-6. In which traversing or horizontal rock climbing is used to help develop strength, flexibility, problem solving, and self-esteem in all students. In addition, rock climbing is utilized to promote peer modeling and create stories or challenges that resonate with each child.



Students on the Autism spectrum find success by using different routes that are colored coordinated (red, yellow, and green) and are appropriate and meet individual needs. By having a choice on what route to take students begin to develop skills that lead to further physical, mental, and social development. As students gain more confidence additional challenges are put into place along with a creative story telling that help engage students. *For example: I informed one child with Autism that he had to use his muscles to be able to climb on the rock wall. He immediately thought of the Incredible Hulk and would only hang on one hold until his muscles fatigue. Eventually I was able to convince him that he needed to be more like Spiderman to be able to climb across the entire wall. This simple but effective connection has greatly increased his overall self-esteem and excitement towards the activity.*

POSSIBLE ACTIVITIES USED ON THE ROCK WALL

- Roadblock – works on problem solving, flexibility, and muscular strength
- Chutes and Ladders – making connection with the board game and rock wall
- Hula Hoop climb – utilizing hula hoops as another obstacle or challenge for students to go over, around, or through
- Freeze – follow verbal cues, muscular strength and endurance, emphasis on three points of contact
- Twister – giving and following verbal directions, social interaction, muscular strength



VISUAL IMPAIRMENT

COMMON DISABILITY	Blindness
GRADE LEVEL	8th Grade
ACTIVITY	Bike Riding For Fitness, Fun, And A Life-Time Skill

DESCRIPTION OF ACTIVITY

Kenai Middle School purchased 40 mountain bikes through a grant last year for our students to use in Physical Education, lunch recess time, and field trips. For Maria, a blind student, we were able to purchase a tandem bike so that she is able to join us on our bike rides. At first, her aide rode in front, but now we are using peers to ride with her. I have the girls practice riding by them selves with the tandem bike first, then they progress by taking a sighted friend, then to finally ride with Maria. This makes it a safe and fun ride for all involved. Of course, everyone is wearing a helmet for safety purposes as well!



ACTIVITY	Roller Blading for Fitness, Fun & a Life-time Skill
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DESCRIPTION OF ACTIVITY

Maria has been taught to roller blade. She first started by pushing a grocery cart that she could hang onto for support and stability. Then she progressed by holding on to the arm of her teacher aide. Eventually she skated with other students, by holding onto their hands, and now is able to skate by herself. Usually, her aide or a student will be close beside her to talk her through the turns and any potential hazards.



ACTIVITY

Archery for Recreation & a Life-time Activity

DESCRIPTION OF ACTIVITY

Archery is something that Kenai Middle School has done for many years. Since Maria is blind, we use a noise maker which is a small metal box about 6” high. We locate the noise maker right in front of the target which gives Maria the general idea where the target is located. Then either her aide or I help her fine tune her aim by telling her to move her arm a little to the left, right, up or down. A student will also assist Maria with her aim and retrieving the arrows. Maria has even gotten a few bulls-eyes at times!



ACTIVITY

Mile Run for Fitness Testing & Running as a Life-time Skill

DESCRIPTION OF ACTIVITY

At Kenai Middle School we usually do some sort of endurance run once a week. When the weather is too cold, we typically run something like a 15 minute run in the gym. When we do this, I will have peers help Maria run. They will either hold hands, or she will hold onto their arm. They are able to talk and communicate which direction we are running and how much time is left on the clock. I will usually rotate throughout the class, allowing most all the girls to help every other run day. When the weather is nice, we try to run outside on the track. On these days, I will ask for a volunteer to help Maria beat her best mile time. This takes a little more effort to encourage Maria to try hard and to do her best. Results can vary depending upon her running guide. This last run of the year, Maria was able to take almost 45 seconds off of her best time!





ERB'S PALSY

DISABILITY

ERB'S PALSY

DESCRIPTION

Erb's palsy is a condition that affects the brachial plexus (a system of nerves around the neck region), which in turn affects the arm, hand, and fingers. This in turn causes weakness or paralysis of one or both arms. Neurapraxia (stretching that does not tear the brachial plexes), neuroma (stretching that causes specific nerve damage as well as scar tissue), rupture (nerves are torn), and avulsion (the nerve/spinal cord is severed) are the four types of Erb's palsy.

UNIQUE ATTRIBUTES OF LEARNERS

In an article by Carter and Spencer (2006) it was suggested that children with visible disabilities (which included Erb's palsy) were more likely to be bullied than students without a visible disability. Carter, Camfield and Camfield indicated in their article that individuals with Erb's palsy that did not improve after birth were affected with lower self-esteem, usually lower quality of life, as well as decreased participation in sporting activities.

CAUSE

A stretching/tearing of the brachial plexus causes Erb's palsy. It occurs most often in newborns during the birth process. If the child has difficulty with the birthing process, it becomes necessary for the doctor/midwife to pull the baby, hence stretching/tearing the brachial plexus. The severity of the pull will determine if the brachial plexus is stretched or torn. Erb's palsy is not limited to infants. Erb's palsy can also occur during sporting events such as football, when the brachial plexus is stretched or torn.

PLANNING FOR EDUCATIONAL PROGRAMMING

Children with permanent Erb's palsy are encouraged to exercise daily. Teachers need to help children develop as much motor function as possible to produce movement, which involves daily living skills as well as physical activity. Children affected with Erb's palsy need to be given sensory activities on a daily basis. Early intervention by an occupational therapist should begin as soon as possible.

IMPLICATIONS FOR PHYSICAL EDUCATION

Permanent brachial plexus damage can cause abnormal movement of the shoulder and joints are affected; limited range of motion (ROM) occurs; as well as limited dexterity. When muscles atrophy, less stress is put on the skeletal structure, which causes loss of growth in the bone as well as joint dysfunction. Scapular winging can also occur as well as osteoarthritis when one is affected with Erb's palsy. Erb's palsy can also affect/impair proprioception, balance, and coordination.

ASSESSMENT SUGGESTIONS

An occupational therapist and/or physical therapist should assess the range of motion possible for the student. Surgery might be suggested to alleviate nerve damage. A SMAP (Sports Medical Assessment Protocol) should be completed on each child. The purpose of the SMAP is to evaluate and identify medical problems as well as create therapeutic goals for people with disabilities. The SMAP includes an interview, cardiovascular assessment, as well as physical and functional assessments (Jacob & Hutzler).

DISABILITY

Hearing Impaired

DESCRIPTION OF ACTIVITY

The Student is a healthy, normal, active girl who enjoys being active in sports. When the student was nine years old she lost her hearing and became totally deaf making participation in sports a challenge. Several adaptations were made so she could participate in the sports that she liked. This was achieved with the help of both family and the sports community.

One of the sports the student enjoys participating in is synchronized swimming. Synchronize swimming is likened to ballet in the water. All the members of the team are doing the same thing at the same time to the beat of music. Since the student can no longer hear the music, listening for the beat of it was no longer possible. Also, she can no longer hear the instructions and directions being given by the coach. Several adaptations were made to allow the student to continue participating in synchronized swimming. The first was the use of a sign language interpreter. The student's mother would go with her to swim practice and stand on the deck of the pool so she could interpret the instructions and directions being given by the coach. She would also show the student the beat of the music by moving her hand and arm up and down with the beat of the music. This allows the student to count the beats of the music for each movement needed for the routine and not be depend on hearing the music. Once the routine was down, The student no longer needs the visual help with counting except when the music first starts. Another adaptation which was provided by her family were prescription goggles. The special goggles make it possible for the student to see the interpreter and what is being signed to her.

Another sport that the student likes participating in is volleyball. Again, with the help of an interpreter during practices, on the sidelines, and during the timeouts will let the student know what is being said and makes it possible for her to participate in the sport just like all the other players. Team tutors, other team members, are good at letting her know what is happening on the floor.

In both of these sports physical demonstration (modeling) of the technic to be used is a must. Also, if someone wants to talk to the student or any other person who is deaf, they should face them so they can lip read what is being said. With the right adaptations, most disabilities will not disqualify someone from playing a sport.





COMMON DISABILITY	Cerebral Palsy, Blindness
GRADE LEVEL	5th Grade
ACTIVITY	Swimming Skills

DESCRIPTION OF ACTIVITY

During our daily swimming program, we created an adapted floatation activity using an altered t-shirt and a kickboard. This activity was designed to teach independent water floatation, while stretching and strengthening the core, back and leg muscles.

After many attempts of using different floatation tools, we finally discovered that placing a kickboard against the student's chest and securing it in place with a t-shirt allowed the student to float independently. The secured kickboard draws the student's shoulders back, and allows the student to learn to support himself with his arms around the board. The student can fully extend his legs and kick across the pool. Not only does this activity support proper floatation posture, but it encourages the student to relax without stemming.

During this activity, the student with Cerebral Palsy relaxes his head back with his ears underwater. He balances by gripping the board and straightening his back. He then, fully extends his legs, while remaining calm (which has been a very rare observation before this activity was introduced). He then practices kicking and gliding on his back.

The kickboard stretches the length of the student's torso to provide the proper safety support for this activity. The student's nose and mouth remains above the water level, and the width of the board prevents twisting and rolling over. The board supports full leg and arm mobility.



COMMON DISABILITY	Spina Bifida
ACTIVITY	Swimming skills to promote a leisure lifetime activity

DESCRIPTION OF ACTIVITY

Our Juneau School District adapted physical education goal is to create a safe learning environment while meeting student IEP goals, and set-up lifetime swim therapy routines, swim workouts and water exercises. We do this by having students in the water on a regular basis where they become adjusted to the routine.

Our student wears pool noodles to support his head, chest and legs in the water. He feels better support with the kickboard behind his head. This is not the best set-up for body positioning. Ideally, he needs to be in a more supine position. An adapted PFD that positions him supine would work better for him.

An adapted PFD would allow him to safely move more freely with greater independence in the water. His attitude is directly related to the level of independence he is able to experience in the water. Water pressure helps keep his organs healthy and functioning. He increases his physical fitness level, muscle strength and movement swimming with his arms. Swimming also increases coordination, cognitive development learning, socialization, and emotional growth. He is able to talk, joke and socialize with peers and adults during his swim time. This is all related to his level of comfort in the water. He always enjoys his swim time. Swim therapy is the best adapted physical education environment for our student.



COMMON DISABILITY	Diabetes Mellitus
GRADE LEVEL	7th Grade
ACTIVITY	Swim Skills

INTRODUCTION

James is a 7th grade student enrolled in the nine week long school swim class, which is part of the yearly middle school physical education and health program. Swim class is held four times each week. This swim program is designed to provide a safe, fun environment for the student to get moderately intense aerobic activity, and to learn swim stroke skills as well as water safety skills.

James had never taken formal swim lessons before participating in this class. Students from his class volunteered to help him when he struggled to keep up with activities or needed assistance. James occasionally lost focus during the lessons and needed to be reminded to stay on task. His peer helpers were given some coaching by the teacher. Using peer tutors provided the wonderful benefit of positive social interactions that helped James really enjoy participating in this swim class. The swim teacher and teacher aide also worked with James individually when more technical help was needed to learn the swim strokes.

UNIQUE ATTRIBUTE OF LEARNERS

Students with Diabetes Mellitus need to carefully monitor blood sugar levels, exercise amount and intensity of exercise to keep diabetes under control. Our school nurse worked very closely with James to make sure his blood sugar levels were at a safe level before and after each swim class.



DESCRIPTION OF ACTIVITY

James practicing his front crawl skills and getting exercise for the day. When he first started the front crawl, we had the teacher aide walk along beside James in the water to give individualized instruction and to make sure he was safe in the water. During the rest of the nine weeks of instruction many of his classmates took turns assisting James in the water.



DESCRIPTION OF ACTIVITY

Many of our students have the opportunity to travel to warm places like Hawaii when the weather in Fairbanks gets very cold. Last year we were able to purchase snorkeling equipment for the swim program so that all students could practice snorkeling. James really enjoyed using the equipment but needed help learning how to use the fins. One of his classmates volunteered to help James practice the straight leg kicks so that he could comfortably swim around the pool using the fins. We helped James find the correct fit for his fins and limited the amount of time he could use them, so that he would not have problems with the circulation in his feet as a diabetic.



DESCRIPTION OF ACTIVITY

In Alaska, there are lots of opportunities to be in some kind of boat on the many bodies of water in the state. As part of our swim program, we teach the students how to paddle canoes and kayaks and also to learn what to do when a canoe tips over in the water. In the pictures below, James worked with the rest of his classmates to right an overturned canoe in the deep end of our pool.





WINTER SPORTS

ACTIVITY

Ice Skating

PURPOSE

To support the participation of a student, who receives direct physical therapy services in the school setting, in a session of ice-skating during her physical education class with peers.

STUDENT DESCRIPTION AND NEEDS

Student is visually and hearing impaired. She is diagnosis with spastic cerebral palsy with right hemiparesis. She is dependent on her wheelchair for her mobility needs and requires the assistance of trained staff for all standing pivot transfers between locations and equipment. The student enjoys movement that challenges her posture and stimulates her vestibular system. She enjoys music.

EQUIPMENT

Student must be dressed appropriately for the cold environment and arrive from home with the following:

- Warm coat and layers, snow pants, warm socks and boots, hat/scull cap, mittens or gloves.
- Snack

The following equipment will be provided:

- Sit skate (borrowed by the Juneau School District from ORCA).
- Helmet
- Gait training harness (specialized equipment specific to student for transfers performed by therapist and trained staff)
- Additional support as needed. A crazy creek was used to proved the student with additional postural support
- Transportation via school bus to the ice rink

Staffing needs for student:

- Two staff will be needed for safely transferring the student into and out of the sit skate from her wheelchair, to position her, and to move the sit skate on and off the ice.
- When using the sit skate the student requires maximal assistance provided by the physical therapist or trained staff, or student (peers) with the physical therapist's supervision.

TIME

- Total at ice rink: 60 minutes
- Set up and wrap up: 20 minutes
- Ice time: 40 minutes
- Additional time for travel and transition between buildings.

FORMAT OF SKATING ACTIVITY WITH STATED PURPOSE

- Warm up skating activities with peers practicing stopping, going, and changing directions. This acclimated the student to being in the sit skate while moving, stopping, and changing directions. Also allowed her time to get accustom to peers moving around her.

- Circle skate adjacent to peers. Movement patterns increased in speed and complexity with intensity and frequency of direction changes. Stop and go activities added with request for student to indicate by signing (more/go or all done). Changes in direction through leaning and sliding challenge the student's vestibular system and postural control. She has to use the muscles of her core, neck, and extremities to maintain a position at which her head is parallel to the horizon. Student was required to use receptive and expressive communication to determine if skating would continue.

- With supervision of the physical therapist peers assisted pushing student, one at a time, in the sit skate while letting the student know what direction they are turning. This took place during the disco skate segment with music. Peers and the student develop a relationship and the fundamental skills to participate together in adaptive skating together in the future during school or during community events. Peers gain experience with the "helping" role that can be part of a future profession. The student develops awareness of peers and a bond/friendship with peers.

OUTCOME

The student was able to participate in ice-skating with her peers using the stated adaptations and equipment with support. She was able to accurately use the muscles of postural control to move her shoulders and head to parallel with the horizon. Student was able to use sign language to indicate that she wanted to go (resume skate), and indicate more (for more cornering banked turns). Peers were able to safely assist the student move on the ice in the sit skate and change direction. The student had fun as indicated by her laughing. She expressed the most joy when moving fast through alternating leaning corners and when moving in a circle on the skate.

EXPECTED CARRY OVER

It is expected that the student will also enjoy adaptive skiing using a Bi-ski since the turning motion is very similar to that of the sit skate. Both adaptive skating and skiing are activities she can participate in for life with peers both in the community and during school outings. Adaptive skating challenges the student's postural control, vestibular system, and proprioception. Strengthening these systems promotes improved performance of functional and self help tasks performed during her day.



COMMON DISABILITY	Cognitively Delayed
GRADE LEVEL	Pre-School
ACTIVITY	Cycling

DESCRIPTION OF ACTIVITY

Designed to teach cycling skills with a modified bicycle to enable the student to interact with both peers and family for outings and activities.

The modified bicycle provides therapeutic opportunities to students who have disabilities that limit activities requiring balance or stability. In this lesson the students cycle on a modified bicycle and learn through play to interact socially with their peers. As the student's cycling skills increase, they can move on to games that include racing, or obstacle courses set up with cones. The bicycle has four wheels, is low to the ground, and is designed for the student's legs to be parallel to the ground, making it possible for alternating movement of legs and feet to propel the student forward. The student is able to sit and pedal the bicycle independently, which they are unable to do with a standard bike that requires specific balance skills, coordination, and strength. Bicycling increases student social interaction and self-esteem, as well as helping to strengthen core and leg muscles and alternating movements.





COMMUNICATION STRATEGIES



An adaptation to soccer dribbling is done with a weighted soccer ball for a visually impaired boy. He can hear the weight slosh around in the ball to follow it. A weighted vest is also used to give him extra calming input.



A picture of a handprint is on the four corners of the gym for the special needs children to understand running laps. The run and give a high five to each of the hand prints.



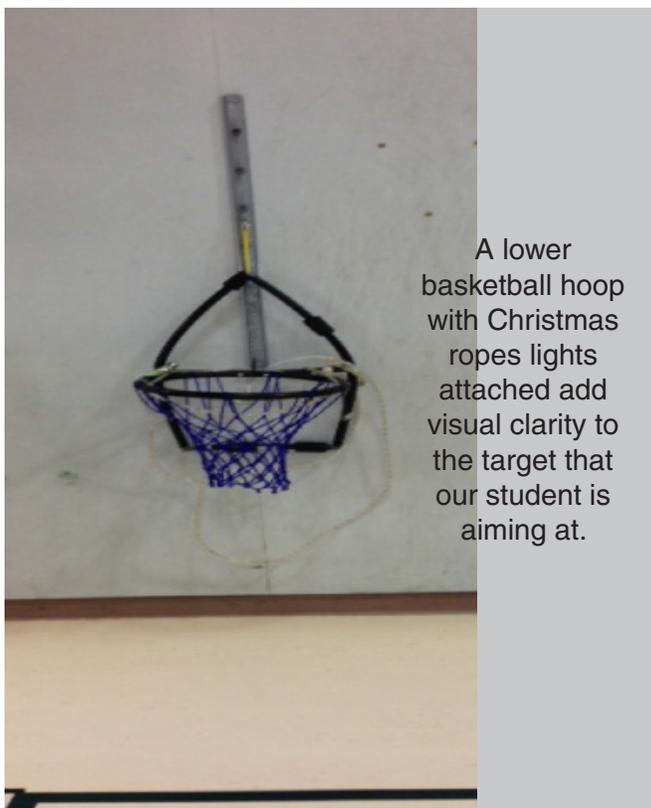
The warm up routine is visually depicted for the special needs students. They can follow the visual directions much more accurately than verbal directions. It is attached to the wall with Velcro with individual cards so the student can hold it in their hand and look closely and take it with them while they do the skill.



Yoga exercises for a profoundly disabled little girl. Movement and stretching helps her rigidity. This is done with the Adapted PE Specialist and with the Special Education teacher.



COMMUNICATION STRATEGIES



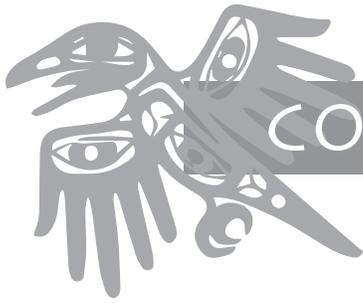
A lower basketball hoop with Christmas rope lights attached add visual clarity to the target that our student is aiming at.



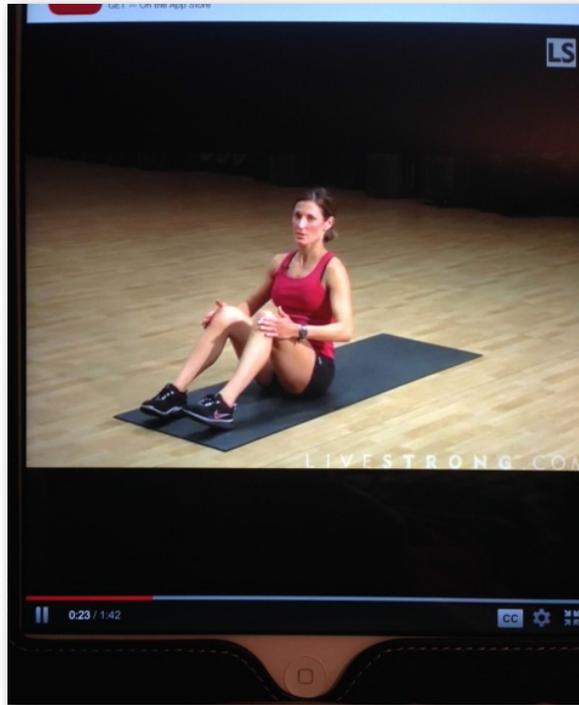
A whistle is used by a boy with Muscular Dystrophy that is bound to a wheelchair. He has lost most of the functioning in his arms as well, so he is working on breath control and expanding his lungs. He blows the whistle for the Archery commands on the shooting range. I give him a signal, and he blows a different loud whistle to tell the kids when they can get their bows, shoot, and retrieve their



This plastic archery set is perfect for a student with Downs Syndrome. She was able to pull back the string to this bow and shoot at a modified target taped to the door of the adjoining hallway. She was included in all directions, felt a part of the class, and had success in her shooting. She was all smiles!



COMMUNICATION STRATEGIES



“iPads are a great way to engage students in physical education today.

These devices are being used in physical education and coaching to inspire students to exercise and enhance performance. Whether using apps, self created activities, or QR codes, see real, practical ideas of how iOS devices can take PE classes to another level to enrich the experiences of students today.” Kevin Morrow

During my class students participate in what I call, “Workout Wednesday”. On these days students rotate through a circuit training course where they spend 1 min. at each station doing as much of that activity as possible within that 1 min. Students count how many they get and then record their scores/numbers. Each week the goal is to beat your score/number from the previous week. Example) Station #1: Sit-ups 1 Min to do as many sit-ups as possible. Then record number.

I use the iPads at these stations to show the students what the exercise should look like. On the screen the students just hit play when rotating to a station and a video begins to play explaining to them the exercise, proper form and how to complete a successful repetition. This works really well with all students, specifically students with communication problems, students on the autism spectrum. Visuals are very important for successful communication.

COMMON DISABILITY	Inclusive
GRADE LEVEL	K-12
PROGRAM	Transition to Movement Skills

DESCRIPTION OF PROGRAM

STANDARD AK Standards for Fine Arts C.3
Students will exhibit appropriate listening and transition to movement skills.

GRADE K-12 - This standard is for all grades and lesson may be used for all grades with minimal adaptations.

SUPPLIES Seating or space for seating for all:

- Chairs or a designated spot on the floor if they are to sit “criss-cross applesauce”.
- (Older students benefit from having chairs.)

Music – pleasant, 60-70 beats per minute:

- Keep it light and happy sounding. However, keep tempo below 90 beats per minute.
- (Try selections from Bach or Vivaldi. Vivaldi’s Trumpet Concerto is a favorite among students. If this is done prior to Christmas, any Christmas carol is fine.)
- There is no need to have heavy rhythm, or high energy music. It will over-excite the group and make the goal harder to reach.

***It is important to do the movement activity before and after each performance so students are active often which supports their ability to focus during a music lesson**

CONTENT Explain the goal to the students. Discuss what good audience skills are by asking them what they think it would include. Add to it as needed. Explain why this is difficult. (They will see adults model bad audience behaviors such as texting, talking, making comments, or even leaving during a performance.) Sometimes, they must model good audience skills to those older than them.

ACTIVITY 1

1. We are going to play “Awesome Listener’s!” This is where our awesome audience will be (show them where this place is in your space). Include where the “performance” would be, such as “We’ll pretend that I am the performer, so you will face me.”
2. Have them begin in the audience position and displaying good listening skills. At the start of the music, they are to move about. They may talk during this time.
3. When the music stops, they are to take any place in the audience. There is room for everyone. Everyone has a spot or chair, because everyone can be a winner at this game. They are to sit and demonstrate good listening skills.
4. One is “out” when these skills are not evident: talking, not sitting, out of place, etc.

Play a few rounds, until most or all students are showing this skill.

Caution: If they begin to act out as a way to “get out”, end the game.





ACTIVITY 2

1. Select one student at a time to come up and provide a short performance. I use a harp and they give it a couple strums. However, a guitar open tuned (strings tuned to E, G#, E, B, E – the least amount of altering) will create a pleasing sound no matter what they strum. No chording needed! Singing a short line also works well, such as “We wish you a Merry Christmas and a happy New Year!” but some students are shy about singing.
3. Students sit as good listeners while each student gets an opportunity to “perform”.

ADAPTIONS FOR ACTIVITIES

Cognitive/Behavioral Disabilities

- Demonstrate clearly & concisely; provide physical assists as needed.
- Keep explanations brief.
- Maintain eye contact during discussion
- Minimize waiting time – as soon as they are seated, evaluate, praise good behavior and restart activity.
- Have fun! Keep it relaxed!

Hearing Impairments (HI) or Deaf

- Physically model skill and activity (briefly)
- Face child for lip reading
- Do not play music during explanation
- Use a light to show when music is on and off. During an actual performance, they will see when it begins and ends.

Blind or Visual Impairments (VI)

- Keep room/area free of extra items.
- For VI keep area well lit.
- If instrument is used for Activity 2, place it in their hands. Harps or an open tuned guitar is a wonderful instrument for a child to strum and explore the sounds of different strings.

Disabilities Causing Paraplegia

- Allow several spaces for wheelchair as part of audience such as they can sit in front of someone or behind them. The important thing is to exhibit the good audience skills.
- If child wishes to creep/crawl to a space in the audience, they can either be in front of chairs or part of the floor seating as long as they end up facing forward. Assist if necessary.
- If instrument is used for Activity 2, place it in their hands. Harps or an open tuned guitar is a wonderful instrument for a child to strum and explore the sounds of different strings.

Disabilities Causing Quadriplegia:

- Encourage child to move about as others are moving and to get into place at the correct time, too.
- Use a scooter board if desired during the movement.
- If instrument is used for Activity 2, place it in their hands. Harps or an open tuned guitar is a wonderful instrument for a child to strum and explore the sounds of different strings.

CLOSING

A performance is a special time to listen to what someone or a group of people have to share. Being a good audience is not only polite and respectful towards them, but also allows the performance to be its best.





SPECIAL OLYMPICS

Special Olympics Alaska was officially open for business today as four area elementary schools joined in Elementary Sports Experience, the first event, scheduled at the new center. School age children from ages five to twelve had the opportunity to pick activities at ten different stations throughout the morning. The stations included three hockey skills stations, four basketball skills stations, an obstacle course, bowling, and ring toss. The floor hockey stations gave students the opportunity to work on hockey skills: stick handling, shooting, and passing. The basketball stations provided opportunities to work on dribbling, shooting, handling and a ten minute dribble of the ball. A new indoor track above the gym area provided ample room for those who wanted to do a mini track and field running. Fast paced music opened the event as children picked their activity and plunged into the morning events.

Before the students arrived, adaptive ideas brought into the play environment were readily visible. The basketball shooting area had three nets attached together, looking as if they were hooked together on a mini ladder. The sequential arrangement gave the shooter the opportunity to try to eye where and into which net to aim and toss the ball. As the balls were lined up, it was evident that there was attention paid to shape weight and toss ability. The first group of 'balls' were actually 6" square bean bags. The second group were weighted cylindrical bean bags approximately 7" each. The final group of balls was cantaloupe size, lighter weight than regular basketballs, and easy to hold in one or both hands. The final group of balls was standard size and weight basketballs, as well as two balls which were about the size of a basketball but much lighter to hold and toss.

The group of volunteers and peer partners were told that seven students would be arriving in wheelchairs. Volunteers were told to consult with teachers or coaches as to what each one could do. We were told these students could be guided into the building through elevators if coming into the building was challenging. One of the high school peer partners broke his left arm yesterday and was working out the challenges of a new found loss himself. Since he was left handed, He had to get one of his peer partners to fill out his volunteer form. He selected a station, bowling, in which he could actually work with the use of his right arm. After seeing him roll his first strike, he seemed to have done his own version of adaptive physical education.

Some actual adaptive physical education skills that I saw were the following. Some students in the wheelchairs decided to get out of the wheelchairs with their adult partner's help and crawl on the obstacle course, shoot bean bags through a hoop in a semi crouched position. One adult partner said her student was not a thrower but was going to do hand over hand tossing, which he did. Several students at my station did not seem to transition from putting one foot in front on the other to a jump to a circle to continue in a hopscotch fashion. When I asked them to watch me do the transition I gave a visual as well as a verbal shout, "Jump, legs out, jump." I noticed one young fellow looked at the circles and danced around on each one. He saw me demonstrate for a child ahead of him, and then he changed and did the same thing. One of the teachers held the hoop at eye level for some students with balancing difficulties. That adaptation made the activity so much easier. Stand in line, hold the ball and wait were skills taught and practiced with a nod from the adults of a job well done.

DEVELOPING A “PARTNERS CLUB”

OVERVIEW

Special Olympics Alaska has developed a school program that partners general education students with special needs students to help provide resources, support and friendship. These partnerships help build self-esteem, camaraderie and school spirit within your school building; not only are the special needs students assisted with school routines and issues, but the general ed. students are rewarded as being supporters of healthy school spirit and positive role models.

TARGET AUDIENCE

Any student in your school

GRADE LEVEL

All

PROCESS

1. Connect with SPED teacher to gain list of students
2. Recruit the number of general students to pair up with other students
3. Hold a “gathering” party ~ this could be a pizza or ice-cream party to kick off partnerships
 - a. During initial party show YouTube video of what “Partners” is all about
 - i. <http://www.youtube.com/watch?v=avFzVhA-4Oc>
 - b. Allow students time to get to know one another to connect or have them each fill out a brief questionnaire about their hobbies and interests
 - c. Pair up students based on interests and encourage connections
 - d. Determine next group meeting time
 - e. Use the website to help develop your program
 - i. <http://specialolympicsalaska.org/programs/special-olympics-alaska-school-program/>

FITNESS STANDARD(S) THAT APPLY

The physically literate individual exhibits responsible personal and social behavior that respects self and others.

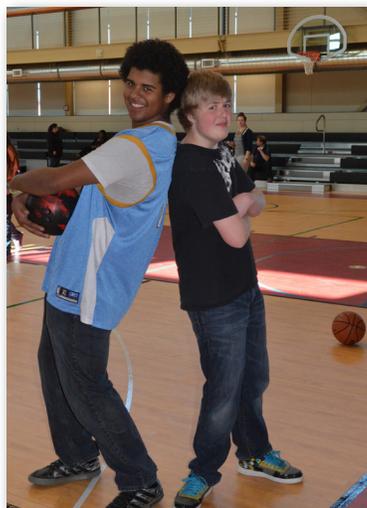
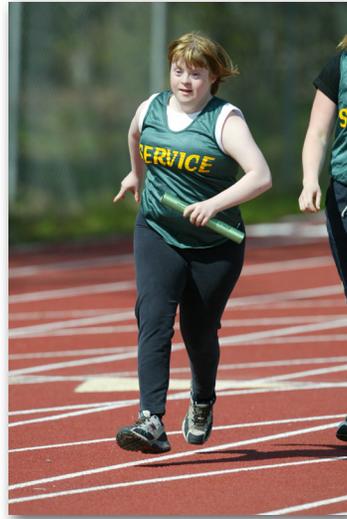
OTHER RESOURCES

Special Olympics Alaska: School Program
Sarah Arts: sarah@specialolympicsalaska.org
<http://specialolympicsalaska.org/programs/special-olympics-alaska-school-program/>





SPECIAL OLYMPICS



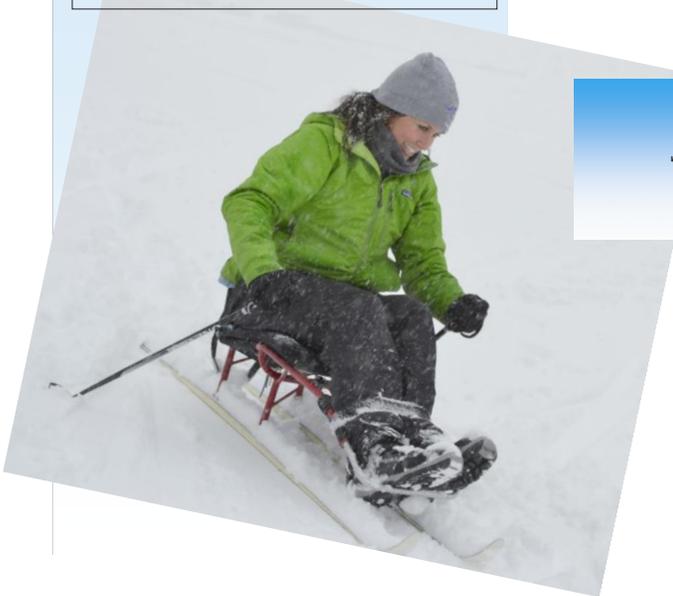
Cross Country Skiing

For Students with Physical and Visual Disabilities



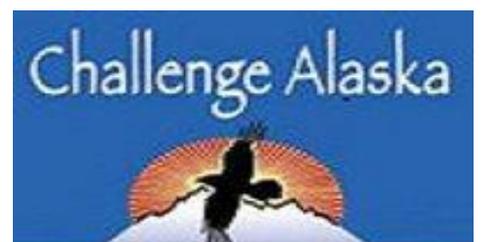
Challenge Alaska has teamed up with **U.S. Paralympics, a division of the United States Olympic Committee**, to make resources available to coaches, instructors and teachers to include students with physical and visual disabilities along with their classmates in cross country skiing.

Cross country skiing can be adapted to suit a variety of levels of ability. The benefits to students with physical and visual disabilities are the same as for their peers. These (often simple) modifications promote an atmosphere of inclusion and promote independence and learning.



CONTACT:

Jeff Dick Phone: 344-7270 jeff@challengealaska.org
Resources available to coaches





COMMON DISABILITIES

Autism: a complex neurobiological disorder and defined as a presence of marked abnormal and impaired development in social interaction, communication and a markedly restricted repertoire of activity and interests. Autism is a spectrum disorder and usually manifest itself before age 3 and new research is discovering some as early as six months.

Cerebral Palsy: a non-progressive condition, not a disease, caused by damage to the brain usually occurring before, during or shortly after birth. Cerebral refers to brain, palsy refers to a disorder of movement or posture.

Down Syndrome: associated with mental retardations. It is cause by a chromosomal abnormality; for some unexplained reason, an accident in cell development results in 47 instead of the usual 45 chromosomes. This extra chromosome changes the orderly development of the body and brain.

Hearing impairments and Deafness: Deaf: means a hearing impairment which is so severe that the individual is impaired in processing linguistic information through hearing, without amplification, which adversely affects educational performance.

Hard of Hearing: means a hearing impairment, whether permanent or fluctuating, which adversely affects an individual's educational performance but which is not included under the above definition of deaf.

Cognitively Delayed (Mental Retardation): Significantly sub average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested

Muscular Dystrophy: A disease of the muscular system characterized by weakness and atrophy of the muscles of the body. The disease is progressive and remission does not occur. The rate progression is different for each set of muscles.

Seizures: Epilepsy is a group of symptoms caused from abnormal electrical activity in the brain, which results in seizures of varying magnitude.

Spina Bifida: The most common congenital spinal defect. Spina Bifida is caused by failure of the neural arch of the vertebra to properly develop and enclose the spinal cord. This usually occurs between the fourth and sixth week of pregnancy.

Spinal Cord Injuries: Spinal cord injury (SCI) results in the impairment or loss of motor or sensory function (or both) in the trunk and / or extremities due to damage of neural elements within the spinal canal.

Traumatic Brain Injury (TBI): An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. TBI injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition, language, memory, attention, reasoning, abstract thinking, problem solving, sensory, perceptual and motor abilities. TBI does not apply to brain injuries that are congenital or degenerative, or related to birth trauma.

Visual Impairments and Blindness: Visual Impairment is an impairment in vision which, even with correction, adversely affects an individual's educational performance. This term includes individuals who are partially sighted and blind.

RESOURCES

GAO: Government Accountability Office

Students With Disabilities: More Information and Guidance Could Improve Opportunities in Physical Education and Athletics
<http://www.gao.gov/products/GAO-10-519>

State Resources

Special Olympics Alaska: 907-272-7625 / 3200 Mountain View Dr., Anchorage AK
Nicolle Egan VP / Sarah Arts Director of Sports & Programs Partner's Club

Disability Facts

Project Inspire/ Texas Women's University, Adapted Physical Education Dept.
www.twu.edu/INSPIRE

Dr. Tim Davis: Adapted Physical Education Desk Reference
<http://pecentral.org/adapted/adaptedisabilities1.html>

Web links

NCPAD National Council for Physical Activity for Disabilities: www.ncpad.org
Athletes with Autism: www.athleteswithautism.org / Dr. Suzanna Dillon Wayne State University
JOHPERD : www.questia.com
PALEASTRA : www.palaestra.com
PE Central : www.pecentral.org
PECS : www.pecsusa.com
TEACCH Autism Program : www.teacch.com

Articles

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Lieberman, L. (2007) Paraeducators in physical education; a training guide to roles and responsibilities Human Kinetics Champaign IL

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Dedicated to Jacob who passed away in 2014.
Jacob brought a smile to everyone's face and validated the need
for Professional Development workshops